



**General Certificate of Secondary Education
June 2012**

Geography B

40351H

(Specification 4035)

**Unit 1: Managing places in the 21st Century
(Higher)**

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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General Certificate of Secondary Education

AQA GEOGRAPHY B

HIGHER TIER MARKING SCHEME

UNIT 1 (40351H)

GENERAL GUIDANCE FOR GCSE GEOGRAPHY ASSISTANT EXAMINERS

Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

- present relevant information in a form and style that suits its purpose;
- ensure that text is legible and that spelling, punctuation and grammar are accurate
- use specialist vocabulary where appropriate.

Levels Marking – General Criteria

Where answers are assessed using a level of response marking system the following general criteria should be used.

Level 1: Basic

Knowledge of basic information
Simple understanding
Little organisation; few links; little or no detail; uses a limited range of specialist terms
Reasonable accuracy in the use of spelling, punctuation and grammar
Text is legible.

Level 2: Clear

Knowledge of accurate information
Clear understanding
Organised answers, with some linkages, occasional detail/exemplar; has a good range of specialist terms where appropriate
Considerable accuracy in spelling, punctuation and grammar
Text is legible.

Level 3: Detailed

Knowledge of accurate information appropriately contextualised and/or at correct scale
Detailed understanding, supported by relevant evidence and exemplars
Well organised, demonstrating detailed linkages and the inter-relationships between factors.
Clear and fluent expression of ideas in a logical form; uses a wide range of specialist terms where appropriate
Accurate use of spelling, punctuation and grammar
Text is legible.

N.B. Only Level 1 and 2 descriptors will appear on Foundation marking schemes (front covers)

Annotation of Scripts

- One tick equals one mark, except where answers are levels marked (where no ticks should be used). Each tick should be positioned in the part of the answer which is thought to be credit-worthy.
- Where an answer is levels marked the examiner should provide evidence of the level achieved by means of annotating 'L1' or 'L2' in the left-hand margin.
- The consequent mark within this level should appear in the right-hand margin.
- Ticks must not be used where an answer is levels marked.
- Examiners should add their own brief justification for the mark awarded, e.g. *Just L2, reasonably accurate knowledge or some clear understanding.*
- Where an answer fails to achieve Level 1, zero marks should be given.

General Advice

Marks for each sub-section should be added in the right-hand margin next to the maximum mark available which is shown in brackets. All marks should then be totalled in the 'box' at the end of each question in the right-hand margin. The totals should then be transferred to the boxes on the front cover of the question paper. These should be totalled. The grand total should be added to the top right-hand corner of the front cover. No half marks should be used.

It is important to recognise that many of the answers shown within this marking scheme are only exemplars. Where possible, the range of accepted responses is indicated, but because many questions are open-ended in their nature, alternative answers may be equally credit-worthy. The degree of acceptability is clarified through the Standardisation Meeting and subsequently by telephone with the Team Leader as necessary.

Diagrams are legitimate responses to many questions and should be credited as appropriate. However contents which duplicate written material or vice versa should not be credited.

Quality of Written Communication (QWC) is part of the award of marks in levels marked answers only. In levels marked answers the quality of the geography is assessed and a level and mark awarded according to the geography. As is sometimes the case, the geography may be sound at a particular level but the examiner may not be sure as to whether there is quite enough to raise the mark within that level. In this case the examiner should consider the QWC of the answer. QWC that fulfils the criteria for the level should lead to the rise in the mark but where the QWC does not fulfil the criteria, the answer should remain at the mark first thought appropriate. In cases where QWC has been used in the award of marks, the examiner should indicate this with QWC and arrows that indicate either an upward or downward trend according to its impact on the final award of the mark.

1(a)(i)	<p>1 mark – basic idea of increase/more people. Second mark – accurate use of data/appreciation of different rates of change/more than doubled. If start and end data used no need for dates.</p>	<i>(2 marks)</i>
1(a)(ii)	<p>Level 1 Basic (1–4 marks) Limited exemplification. Simple list of coastal activities with limited appreciation of why they are based in coastal areas. ‘Lots of activities are found in coastal areas including tourism, industry and ports. Nearness to the sea means these areas attract holidaymakers.’ MAX Level 1 if answer simply based on tourism. (Recreation can be seen as a separate activity). MAX 2 marks if information simply lifted from Figure 1 with no additions/development.</p> <p>Level 2 Clear (5–6 marks) Some individual exemplification. Range of economic activities expressed with some reasons for their location. ‘The coast provides opportunities for trade so factories often set up there. Large ports provide lots of jobs and also shipbuilding is found near the sea. The coast is a very important area for tourism as many people want beach holidays. This can be seen along the Dorset coast.’</p>	<i>(6 marks)</i>
1(b)	<p>(2 x 2) 1 mark for simple definition/saying what it is. Weathering – idea of breaking down Erosion – idea of wearing away</p> <p>1 mark for:</p> <ul style="list-style-type: none"> - name of a process - idea of working in situ (weathering) or movement (erosion) - explanation of how the process works/development of idea. 	<i>(4 marks)</i>
1(c)(i)	3km (km not required)	<i>(1 mark)</i>
1(c)(ii)	<p>(3 x 1) Any three points which describe physical characteristics including size, orientation, shape. Could include width/length/water features/height/high, low water/mud, sand, salt marsh/vegetation/dunes, etc. (Must be physical characteristics – not golf course, parking, etc.).</p>	<i>(3 marks)</i>
1(c)(iii)	<p>1 mark – idea of slowing sediment/capturing sediment/keeping sediment/protect beaches. 1 mark – idea of reducing longshore drift/protecting the spit. 1 mark – generic idea of protecting the coastline.</p>	<i>(2 marks)</i>

1(c)(iv)	<p>Level 1 Basic (1-2 marks) Some understanding of material being moved on a beach OR some understanding of material being deposited. Can be expressed by using geographical terminology such as prevailing wind, longshore drift etc. 'Waves move material along the beach by the action of longshore drift.'</p> <p>Level 2 Clear (3-4 marks) Some understanding of material being moved and deposited. Use of terminology must be explained. 'Longshore drift moves material along the beach and it is then deposited forming a spit that sticks out into the sea.'</p> <p>Level 3 Detailed (5-6 marks) Detailed appreciation/explanation of the processes/formation/characteristics of a spit. Ideas could include:</p> <ul style="list-style-type: none"> - Link between prevailing wind, swash/backwash/longshore drift - Link between deposition and shape of the coastline - Link between wave patterns/currents and curved end of spit - Ideas about energy and links to rate of deposition - Ideas about the development of the characteristics of the spit (salt marsh, mud flats etc). 	(6 marks)
1(c)(v)	<p>Level 1 Basic (1-2 marks) Lists uses which are identified on the map with limited development. MAX Level 1 for a list of recreation/leisure facilities.</p> <p>Level 2 Clear (3-4 marks) Uses the map extract to identify a range of activities and offers some development beyond simply identifying factors from the map. Idea of linked statement. 'Coastal areas attract holidaymakers who use the beach for swimming and water sports in the summer. Camping and caravan sites are used by tourists visiting the area.'</p>	(4 marks)
1(c)(vi)	<p>Level 1 Basic (1-2 marks) Identifies economic pressures/problems OR identifies the need to conserve the environment. Individual points about economic development and/or environmental conservation with no real links.</p> <p>Level 2 Clear (3-4 marks) Some understanding of different views/attitudes about environmental conservation and business development and how they have different demands.</p>	(4 marks)
1(d)(i)	<p>Level 1 Basic (1-2 marks) Offers basic definition of soft engineering OR describes/names some methods of soft engineering (beach replenishment/re-profiling/managed retreat). 'Soft engineering is where materials like sand are used. Sand is put back on the beach, building it up.'</p> <p>Level 2 Clear (3-4 marks) Some appreciation that soft engineering involves working with the environment, by using natural materials to re-charge and re-shape/manage beaches. 'Soft engineering is about using the natural environment. Sand is put back on the beach to build it up and it is re-shaped to make sure the beach remains wide enough to protect the area.'</p>	(4 marks)

<p>1(d)(ii)</p>	<p>Level 1 Basic (1-2 marks) General points about the advantages of soft engineering, 'Easier to do', 'Cheaper', 'Quicker', 'Fits in with area', 'Sustainable' (not explained), 'Good for environment', 'Not worth protecting (hard engineering costly)'. OR some overall consideration of the advantages of soft engineering, 'Produces a nice wide beach, better looking, good in a tourist area.'</p> <p>Level 2 Clear (3-4 marks) Uses comparative ideas and offers some development. - 'Nicer to look at and fits in better visually' - 'Fits in with the environment' (with explanation) - Some understanding of sustainability (explained) - Links to the tourist industry – need to be attractive/provide beach - Uses the natural environment (explain) Discussion about relative costs (in relation to hard engineering).</p> <p>Level 3 Detailed (5-6 marks) Has some discussion about the relative merits of hard engineering/ soft engineering (beyond simply ideas about cost). 'In an area where the environment is very natural soft engineering will fit better because it looks natural. This will also be more attractive to visitors and provide a wide beach as an amenity. Hard engineering often involves heavy building and concrete walls. This does not look nice and can mean that the sea breaks against the wall, leaving no beach.'</p>	<p>(6 marks)</p>
<p>1(e)</p>	<p>Can be large scale (Mediterranean) or small scale (St Lucia)</p> <p>Level 1 Basic (1-4 marks) Some description of any management strategies which might include observations about: - Soft engineering - Hard engineering - Managed retreat - Coastal zone management - Environmental conservation</p> <p>Vague generic definition of sustainability.</p> <p>Top L1 – Some locational exemplification or example of an appropriate scheme.</p> <p>Level 2 Clear (5-6 marks) Some explanation about how the example used illustrates sustainability through the management of a coastal area. 'Sustainability means that the area can exist into the future without damaging the environment. In the Great Barrier Reef area in Australia the marine park has regulations which restrict building and the pollution of the sea. At the same time people are allowed to fish and tourism is allowed so that people can earn a living.'</p> <p>Level 3 Detailed (7-8 marks) Good understanding of how coastal areas can be managed sustainably. Using an example to illustrate the nature of management that considers socio-economic and environment factors. 'Coastal zones like the Mediterranean have to be managed sustainably in order to survive, otherwise they will become totally overdeveloped and the environment will be ruined. Because of this the 'Blue Plan' was put in place. This puts regulations on building and makes sure that pollution levels in the sea are monitored. Some areas are preserved as marine parks to protect wildlife. The idea is to balance development so that both the local economy and environment can survive.'</p>	<p>(8 marks)</p>

2(a)(i)	<p>(2 x 2)</p> <p>Natural increase 1 mark – idea about lots of births/high birth rates 1 mark – idea about youthful population 2 marks – understanding of higher birth rate than death rate 1 mark – a reason for natural increase – Example, limited contraception</p> <p>Migration 1 mark – lots of people moving/migrating into the city 2 marks – more people moving in than out (net migration) 1 mark – a reason for ‘pull’ migration – Example, employment opportunities</p>	(4 marks)
2(a)(ii)	<p>Accept the idea that urban growth can create challenges for rural areas. Accept clear observations about <u>one</u> challenge.</p> <p>Level 1 Basic (1-2 marks) Identifies problems in less developed urban areas which might include; housing problems (slums), pollution (qualified), lack of services, health/disease, overcrowding, unemployment, crime, conflict, etc.</p> <p>Level 2 Clear (3-4 marks) Some appreciation that urban growth creates challenges because of the difficulty of managing problems. Ideas might include; costs, satisfying service demands, managing pollution/waste, housing the urban poor, managing traffic, etc. ‘Supplying houses and services and dealing with waste is a challenge because the continued population growth is creating additional massive demand.’</p>	(4 marks)
2(a)(iii)	<p>Level 1 Basic (1-4 marks) Basic observations relating to any water/sanitation developments and how these might improve living conditions. MAX 3 if no reference to living conditions.</p> <p>Level 2 Clear (5-6 marks) Some reference to a water management idea with place information OR some reference to a water management project. Identifies how it might improve living conditions beyond simple ideas (less disease/better health/ less death). ‘In Rio de Janeiro (Brazil) a sanitation system has been built in one of the shanty towns. Instead of having open sewers the area now has proper sanitation making it cleaner and healthier. Children no longer play in dirty water and the rates of disease have fallen. People are healthier and can work harder to improve their lives. It also means that every home now has a toilet.’</p>	(6 marks)
2(b)(i)	<p>MAX 1 mark if reference clearly related to people (rather than vehicles) but data used accurately.</p> <p>1 mark – general increase 1 mark – use of data/identifies trends (slight fall between 2005-2010). – almost doubled</p>	(2 marks)

2(b)(ii)	<p>Accept a broad interpretation of 'environment' to include human environment.</p> <p>Level 1 Basic (1-2 marks) Lists sources of environmental pollution found in urban areas. Vague idea about problems. Might include ideas about vehicle pollution, waste from factories getting into rivers/air, power station emissions, air pollution from aircraft, light pollution, waste. Mention of acid rain/global warming with no development.</p> <p>Level 2 Clear (3-4 marks) Uses basic ideas about environmental pollution and expresses why they are a problem. Links to health issues, damage to environments, buildings, etc. Only accept points about acid rain/global warming if clearly related to urban areas. 'Pollution from cars can affect the health of people and also causes plastic/paint to crack and can damage buildings.'</p>	(4 marks)
2(b)(iii)	<p>The question is about reducing vehicle numbers, not managing congestion (traffic management). Examples might be used (credit if appropriate).</p> <p>Level 1 Basic (1-2 marks) Names methods. Basic description and simple idea of 'less cars'. Basic ideas named (park and ride, greater use of buses, tram networks, car sharing schemes, etc.). 'In many areas new buses are being put on and also trams. People are being encouraged to cycle.'</p> <p>Level 2 Clear (3-4 marks) Some understanding of how methods will reduce the number of car journeys. 'In Cambridge a new guided busway was built. This connects the city to villages and means that more people will use the bus and fewer cars.' 'For each bus a lot of cars are not used.' 'The congestion charge in London will mean that a lot more people will leave their cars at home and use public transport.'</p> <p>Level 3 Detailed (5-6 marks) Describes management strategies and explain how they have reduced the number of vehicles. Might include some idea about reducing vehicle numbers at particular times (commuter traffic). 'Improving public transport like the Cambridge Guided Busway and Manchester tram can encourage more people to use public transport, especially for work. Because lots of people can fit on a bus, each bus could take 20 cars from the road. This could mean thousands fewer cars, many of which only carry one person.'</p>	(6 marks)
2(c)	<p>Well-developed idea about one measure of inequality can score full marks.</p> <p>Level 1 (1-2 marks) Names inequality ideas with limited development (unemployment/housing/health)</p> <p>Level 2 (3-4 marks) If comparison with LEDC – just use the observations about MEDC. Uses data to express differences/inequalities and develops points about socio-economic differences. Some appreciation beyond 'lack of jobs' idea. Might include points about education, deprivation, lack of transport, industry closing down, etc.</p>	(4 marks)

2(d)(i)	<p>Level 1 Basic (1-4 marks) Basic ideas which describe elements of a redevelopment scheme/ regeneration scheme OR elements of a 'sustainable' development (which can be part of a regeneration scheme). Some general points about improvements. Max 3 marks if no exemplification or inappropriate exemplification (LEDC).</p> <p>Level 2 Clear (5-6 marks) Some explanation about how the example used has improved living conditions. This might include observations about Social, Economic, Environmental factors. 'In Brindley Place, central Birmingham, a redevelopment scheme has cleaned up the old canal and built new flats and offices, providing higher quality housing for local people as well as bringing new business into the area. This has improved the environment and provided a lot of social opportunities. It has also created lots of jobs for local people.'</p> <p>Level 3 Detailed (7-8 marks) Detailed use of a case study which identifies a project with specific ideas about how conditions have been improved for people. Goes beyond the idea of jobs/money to <u>consider a broader range of possibilities</u> (Economic, Social, Environmental). 'Redevelopment projects like the Brindley Place scheme in central Birmingham has cleaned up the environment and made it an attractive area with trees and seating. The run-down buildings have been repaired or redeveloped. Some are businesses and some have leisure uses. Also there are new flats. The general environment has been improved and the scheme has created a range of employment possibilities and created a good place for people to work and live.'</p>	(8 marks)
2(d)(ii)	<p>1 mark – identifies a general improvement (better buildings, cleaner, better quality of life, more jobs). – Names a basic method that could be used to assess a project (questionnaire).</p> <p>2 marks – considers a measurable objective (unemployment rates have fallen, local incomes have increased, rates of air pollution have decreased). – Offers a description of how a method might be used to assess success.</p>	(2 marks)

2(e)(i)	<p>Urban ‘greening’ Identifies example from Figure 7 (2x1) OR offers a definition ‘more green space’ (1) increasing the amount of green space (1) by..... (1).</p> <p>Carbon neutral housing Do not accept ‘not producing carbon’. 1 mark – use of renewables/reducing energy use/vague understanding of carbon balance. 2 marks – clear idea of not adding to the carbon balance.</p>	(4 marks)
2(e)(ii)	<p>Level 1 Basic (1-2 marks) Identifies examples from Figure 7 to show the environmentally friendly nature of the management ideas. ‘produces green, clean energy’ ‘there are fewer cars.’</p> <p>Level 2 Clear (3-4 marks) Some understanding of why elements of the management could be considered ‘sustainable’. Examples might include; ‘Using renewable energy means no fossil fuels are used’ ‘People working locally reduces CO₂ emissions’ ‘Using rainwater means less water has to be brought in from outside’ ‘Houses more energy efficient’ ‘Renewable energy/electric buses will create less pollution’ ‘Recycling means less use of landfill’.</p> <p>Level 3 Detailed (5-6 marks) Detailed understanding of ‘sustainable’ which goes beyond the idea of identifying individual eco-friendly ideas (not <u>just</u> ‘energy’, ‘transport’ or ‘recycling’ etc). Considers the urban area in terms of a broader range of socio/economic/environmental elements.</p>	(6 marks)